



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

By distributional knowledge, he refers apparently for the most part to commerce and government, as shown by the series of suggested topics: current political events, economic history, distribution of wealth, war, peace, slavery, feudalism, elective franchise, taxation, political parties, socialism, money, graft, corporations, charity, and as many others of the same nature. Consumptional knowledge is to show men how most profitably to spend their wealth and their time, and to give the necessary tastes and habits for doing so. Consumptional knowledge, following his list, includes literature, history, music, other fine arts, ethics, foreign languages, non-productional aspects of sciences, sports and games, travel, and a dozen others. The book urges a closer relation between education and the life-interests and life-work of a community.

J. F. BOBBITT

UNIVERSITY OF CHICAGO

What Children Study and Why. By CHARLES B. GILBERT. Boston: Silver, Burdett & Co., 1913. Pp. vi+332.

This is a discussion of the curriculum of the elementary school. It deals chiefly with the program of work, not with the methods and processes. After a short introductory chapter discussing the problems involved in drawing up an effective printed course of study as a teacher's manual, the book is given up almost entirely to discussions of the various values of each of the subjects taught in the elementary school. It is clear from the general tone and spirit of the text that the book represents the crystallized results of long practical contact with the subjects as they are taught in our schoolrooms, rather than the theoretical contacts of the pedagogical student in his study, armed with his psychological and pedagogical "authorities." It is the kind of discussion of the curriculum that one would expect from the practical superintendent of long and successful experience.

J. F. BOBBITT

UNIVERSITY OF CHICAGO

Human Behavior: A First Book in Psychology for Teachers. By STEPHEN SHELDON COLVIN and WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1913. Pp. xvi+336. \$1.00 net.

This is, in the main, a brief untechnical book of general psychology, with the special cast indicated by the subtitle. The authors accept the functional point of view, and formulate all psychological principles in terms of human behavior. Greatest attention is given to those general topics that lie nearest to the teacher's practical labors; illustrations are drawn from classroom procedure; and application is made to teaching problems. The book is clearly intended for immature students: materials are organized upon the "spiral" plan; it is written in easy English, employing a simplified terminology; to each chapter is appended a glossary of all psychological terms used, and also a rather full list of "Questions and Exercises." The authors have emphasized more than is usual in textbooks for teachers the matters of instinct, habit, feeling and emotion, memory, and economical methods of learning.

J. F. BOBBITT

UNIVERSITY OF CHICAGO